Ontario
Department of
Education

OHEC
370.7309713
O59DE/C

calendar of teachers' colleges

1970/71

Circulars 600, 601, 602

Digitized by the Internet Archive
in 2025 with funding from
University of Toronto

https://archive.org/details/calendarofteache00onta_16

calendar of teachers' colleges

1970/71

Circulars 600,601,602

Teacher Education Branch
44 Eglinton Avenue West, Toronto 310

G.L. Woodruff, B.A., B.Paed.,
Director

J. Bain, B.A., B.Ed.,
Assistant Director

H.A. Blanchard, B.A., B.Paed.,
Assistant Director

D.A. MacTavish, M.A., B.Paed.,
Assistant Director

D. Steinhauer, B.A.,
Assistant Director

W.E. Mitchell, C.D.,
Executive Officer

Professional Development Section

J.B. Healy, B.A., B.Paed.,
Superintendent

G.C. Filion, B.A., M.Ed.,
Assistant Superintendent

J.E. Smith, C.D., B.A., B.Paed.,
Assistant Superintendent

H.H. Town, M.A.,
Assistant Superintendent

Contents

Teacher Education Branch
College Year 1970-71
History

PART I (Circular 600)
Calendar of the Teachers' Colleges

General Information
Location of Teachers' Colleges 9
Staff 10
Courses and Certificates 16
Admission Requirements: 18
- Academic
- War Service Credit
- Tuberculin Test, X-ray, Medical Examination
- Other Requirements

Application for Admission 20
Board and Lodging 20
Duties of Students 20
Expenses 20
Student Organizations 21
Religious Instruction 21
Financial Aid 21
Programs of Study 21
Sessional Records 22
Final Standing 22
Appeals 23
Extra-mural Candidates 23
Teachers Qualified Outside Ontario 24
Certificates 24

Courses of Study 26

PART II (Circular 601)
Calendar of the Sudbury Teachers' College

General Information
Courses 28
Conditions of Admission 28
Other Requirements 29
Programs of Study 29
Sessional Records 30
Final Standing 30
Appeals, Additional Information 32

Courses of Study
One-year Course 33
Two-year Course, First Year 34
Two-year Course, Second Year 35

PART III (Circular 602)
Calendar of the Primary School Specialist Certificate Course

General Information
Locations 36
Conditions of Admission 36
Application Forms 36
Session, Terms, Duties of Students, etc. 37
Program of Study 37
Sessional Records 37
Final Standing 37
Appeals 38
Extra-mural Candidates 38
Permanent Certificates 38

Courses of Study 39

Calendar of the Provincial Teachers' Colleges

First term opens	September 8, 1970
First term closes	December 22, 1970
Christmas vacation	December 23, 1970 to January 3, 1971
Second term opens	January 4, 1971
Second term closes	March 19, 1971
Vacation	March 20, 1971 to March 28, 1971
Third term opens	March 29, 1971
Third term closes	May 31, 1971
First term opens	September 14, 1971
First term closes	December 22, 1971
Christmas vacation	December 23, 1971 to January 2, 1972
Second term opens	January 3, 1972
Second term closes	March 17, 1972
Vacation	March 18, 1972 to March 26, 1972
Third term opens	March 27, 1972
Third term closes	May 31, 1972

College Year 1970-71

	September					October					November				
S		6	13	20	27		4	11	18	25	1	8	15	22	29
M		7	14	21	28		5	12	19	26	2	9	16	23	30
T	1	8	15	22	29		6	13	20	27	3	10	17	24	
W	2	9	16	23	30		7	14	21	28	4	11	18	25	
T	3	10	17	24		1	8	15	22	29	5	12	19	26	
F	4	11	18	25		2	9	16	23	30	6	13	20	27	
S	5	12	19	26		3	10	17	24	31	7	14	21	28	

	December					January					February				
S		6	13	20	27		3	10	17	24	31		7	14	21	28
M		7	14	21	28		4	11	18	25		1	8	15	22	
T	1	8	15	22	29		5	12	19	26		2	9	16	23	
W	2	9	16	23	30		6	13	20	27		3	10	17	24	
T	3	10	17	24	31		7	14	21	28		4	11	18	25	
F	4	11	18	25		1	8	15	22	29		5	12	19	26	
S	5	12	19	26		2	9	16	23	30		6	13	20	27	

	March					April					May				
S		7	14	21	28		4	11	18	25		2	9	16	23	30
M	1	8	15	22	29		5	12	19	26		3	10	17	24	31
T	2	9	16	23	30		6	13	20	27		4	11	18	25	
W	3	10	17	24	31		7	14	21	28		5	12	19	26	
T	4	11	18	25		1	8	15	22	29		6	13	20	27	
F	5	12	19	26		2	9	16	23	30		7	14	21	28	
S	6	13	20	27		3	10	17	24		1	8	15	22	29	

College Year 1971-72

	September					October					November				
S		5	12	19	26		3	10	17	24	31		7	14	21	28
M		6	13	20	27		4	11	18	25		1	8	15	22	29
T		7	14	21	28		5	12	19	26		2	9	16	23	30
W	1	8	15	22	29		6	13	20	27		3	10	17	24	
T	2	9	16	23	30		7	14	21	28		4	11	18	25	
F	3	10	17	24		1	8	15	22	29		5	12	19	26	
S	4	11	18	25		2	9	16	23	30		6	13	20	27	

	December					January					February				
S		5	12	19	26		2	9	16	23	30		6	13	20	27
M		6	13	20	27		3	10	17	24	31		7	14	21	28
T		7	14	21	28		4	11	18	25		1	8	15	22	29
W	1	8	15	22	29		5	12	19	26		2	9	16	23	
T	2	9	16	23	30		6	13	20	27		3	10	17	24	
F	3	10	17	24	31		7	14	21	28		4	11	18	25	
S	4	11	18	25		1	8	15	22	29		5	12	19	26	

	March					April					May				
S		5	12	19	26		2	9	16	23	30		7	14	21	28
M		6	13	20	27		3	10	17	24		1	8	15	22	29
T		7	14	21	28		4	11	18	25		2	9	16	23	30
W	1	8	15	22	29		5	12	19	26		3	10	17	24	31
T	2	9	16	23	30		6	13	20	27		4	11	18	25	
F	3	10	17	24	31		7	14	21	28		5	12	19	26	
S	4	11	18	25		1	8	15	22	29		6	13	20	27	

History

On November 1, 1847, Dr. Egerton Ryerson, Chief Superintendent of Schools for Upper Canada, opened the first Normal School in this province for the training of teachers. During the ceremony he commented, "The word Normal signifies 'acording to rule, or principle,' and is employed to express the systematic teaching of the rudiments of learning. . . A Normal School. . . is a school in which the principles and practice of teaching according to rule are taught and exemplified."

With the passing of the years, as emphasis in teacher education moved from the study of "teaching according to rule" to the study of the children to be taught, the word Normal became less descriptive of the purpose of schools for the professional education of teachers. Because of this, the use of the name Normal School was discontinued in 1953, and the name Teachers' College was adopted in its place.

For the first four years of its existence, the Normal School in Toronto was accommodated in temporary quarters, but in 1852, it was moved to its own building on Church and Gould Streets where it continued to serve Ontario for almost ninety years.

In 1847, admission to the Normal School was restricted to men, but in the second session women also enrolled. The course was short—only five months in duration—but the graduates did such superior work in the schools that the policy of providing professional education for teachers became firmly established.

A second Normal School was opened in 1875 at Ottawa, and a third, in 1900, at London. At all three institutions the practice of holding two Normal School sessions each year gave way in 1903 to the policy of having one session lasting the full school year. Decision was reached in 1907 to establish Normal Schools at Hamilton, Peterborough, Stratford and North Bay. The first three of these opened in September 1908, and the fourth in September 1909. In 1927, the University of Ottawa Normal School was established for the professional education of teachers for elementary school classrooms attended by French-speaking pupils. In these classes, both English and French are used as languages of instruction

in various subjects of the courses of study. The Sudbury Teachers' College, which was instituted in 1963, offers a similar program.

The one-year Second Class Certificate Course, offered at the University of Ottawa and Sudbury Teachers' College since their inception, was discontinued at Ottawa in 1966 and at Sudbury in 1967. In replacing this course, a two-year course leading to an Interim Elementary School Teacher's Certificate was established in 1966 at the University of Ottawa Teachers' College and in 1967 at the Sudbury Teachers' College.

A two-year course was introduced in the provincial Normal Schools in the school year 1927-28, but in 1934-35 the second year of the course was discontinued. From 1954 to 1962, a completing one-year course was offered for students who held the Secondary School Graduation Diploma of the General Course, who had attended two Pre-Teachers' College Summer Courses, and who had taught successfully in the public or separate schools of Ontario for two years on Temporary Certificates. A two-year course for students who held the Secondary School Graduation Diploma of the General Course was introduced in 1953. The first year of this course was discontinued in 1965, and the second year was discontinued in 1966. A one-year course is now offered to applicants holding the required grade 13 standing or higher academic qualifications.

In 1914, a course for training kindergarten-primary teachers was established at the Toronto Teachers' College and replaced, in 1939, by the Primary School Specialist Certificate Course. This course was extended in September 1966 to include the Hamilton and Ottawa Teachers' Colleges.

Since 1952, graduates of the two-year course in Home Economics at the Ryerson Polytechnical Institute have been offered a course in home economics at the Toronto Teachers' College. This course, taken during the same year as the regular one-year course, leads to a certificate in Intermediate Home Economics. In 1969, this program was extended to include graduates of the two-year course in Home Economics taken at Centennial College of Applied Arts and Technology.

In 1964, a special course leading to a certificate as Teacher of French to English-speaking Pupils in Elementary Schools was offered as an option at the Ottawa Teachers' College and was extended, in 1965, to include colleges at Toronto, New Toronto (Lakeshore), and Windsor, and in 1966, to include the Hamilton and London colleges. The course is now offered at six of the nine English-language colleges.

In September 1966, an optional course leading to an Elementary Vocal Music Certificate, Type B, was introduced at the Hamilton, Lakeshore, London, North Bay,

Ottawa, Stratford, Toronto and Windsor Teachers' Colleges. It is now offered at all teachers' colleges where there are sufficient numbers of applicants.

The growth of the provincial school system following the Second World War has required expansion of facilities for the education of teachers. New buildings for teachers' colleges have been provided in Toronto (1955), Hamilton (1957) and London (1958). Five additional colleges have been instituted – the Lakeshore Teachers' College in New Toronto (1959), the Lakehead Teachers' College (1960), the Windsor Teachers' College (1962), the Sudbury Teachers' College (1963), and the St. Catharines Teachers' College (1965).

When the education of teachers began in the province the course was largely academic in nature. After 1870, increasing emphasis was placed on methods of teaching. In recent years, child study has come to the fore in order that teachers may be better prepared to guide the all-round development of the individual child. To increase the student's opportunity for experience with children, provision is now made for extended periods of continuous practice teaching in elementary school classrooms.

The Report of the Minister's Committee on the Training of Elementary School Teachers, 1966, recommended the transfer of all teachers' colleges to university control and this recommendation was supported by the Provincial Committee on Aims and Objectives in the Schools of Ontario, in the report "Living and Learning", published in 1968. Implementation of this important recommendation began in 1969 when the Lakehead Teachers' College became the Faculty of Education of Lakehead University and the University of Ottawa Teachers' College became a part of the University of Ottawa. In 1970, Windsor Teachers' College was integrated with the University of Windsor.

Part I Calendar of Teachers' Colleges

General Information

Location of Teachers' Colleges and Faculties of Education

Ontario is served by teachers' colleges in Hamilton, London, New Toronto (Lakeshore), North Bay, Ottawa, Peterborough, St. Catharines, Stratford and Toronto.

In addition, the Sudbury Teachers' College (see Part II, page 28) provides for the education of teachers of French-speaking pupils in elementary school classrooms where both English and French are used as languages of instruction in various subjects of the course of study.

Applicants are assigned to the teachers' college in their own district in order that the enrolment may be distributed fairly among the colleges.

The addresses are:

Hamilton Teachers' College
1400 King Street West, Hamilton 15

Lakeshore Teachers' College
3199 Lakeshore Boulevard West,
Toronto 14

London Teachers' College
1201 Western Road, London

North Bay Teachers' College
168 First Avenue West,
Postal Address:
P.O. Box 270, North Bay

Ottawa Teachers' College
195 Elgin Street, Ottawa

Peterborough Teachers' College
100 Benson Avenue, Peterborough

St. Catharines Teachers' College
DeCew Campus,
Brock University, St. Catharines

Stratford Teachers' College
Water Street, Stratford

Sudbury Teachers' College
Room A211, Laurentian University,
Ramsey Lake Road, Sudbury

Toronto Teachers' College
951 Carlaw Avenue, Toronto 6

Three faculties of education now offer teacher education programs for the preparation of elementary school teachers. For information concerning courses, fees, etc., an applicant should write to the Dean of the faculty concerned.

The addresses are:

Faculty of Education,
Lakehead University,
Oliver Road, Thunder Bay

Faculty of Education,
University of Ottawa,
1245 Kilborn Avenue, Ottawa

Faculty of Education,
University of Windsor,
600 Third Concession Road,
Windsor

Staffs

Hamilton Teachers' College

A/Principal R.H. Brayford, B.A., B.Paed.
A/Vice-Principal R.M. McKay, B.A., M.Ed.
A/Vice-Principal J.H. Smith, B.A., B.Ed.
Secretary Miss A.V. Morgan
Librarian

Instructional Staff
Miss H.D. Borman, B.A., M.Ed., L.R.S.M.
R.W. Cockburn, B.A.
P. Cremasco, B.A.
A. DiIanni (on loan from Wentworth County R.C.S.S. Board)
Mrs. M.B. Eby, B.A., A.R.C.T.
C.D. Emerson, B.A.
Miss R. Galante (on loan from Wentworth County R.C.S.S. Board)
W.D. Gilmar, B.A., M.Ed.
Mrs. V.D. Girhiny, B.A., B.P.H.E.
Miss M.W. Grainger (on loan from Hamilton Board)
J.C. Haydon, B.A., M.Ed.
J.W. Hawkins, B.A.
D.L. Jagger, B.A. (on loan from Hamilton Board)
A. Lodge, B.A., B.P.H.E., M.Ed.
B. Mair, B.A. (on loan from Hamilton Board)
Miss G. Mair, B.A. (on loan from Hamilton Board)
Miss M.B. Marsh, M.A.
L.G.E. Matthews, M.A., M.Ed.
Miss I. Middleton, Reg. N., B.A., B.Sc.N.
R.E. Mitchell, B.A., M.Ed.
A. Nightingale, B.A., M.Sc.
E.J. Pierce, B.A., M.S.
J.G. Ponikvar, B.A.
R.A.C. Shackelton, B.A.
R.K. Side, B.A., B.Ed., A.R.C.T.
F.J. Sneath, B.A.
N.J. Thomson, B.A.
Miss M.D. Willard
G. Willet, B.A. (on loan from Hamilton Board)
L.E. Woods, B.A., M.Ed.
S.H. Zerebny, B.A.

Lakeshore Teachers' College

Principal W.C. McClure, B.A., M.Ed.
Vice-Principal B.W. Monday, B.A., M.Ed.
A/Vice-Principal L.R. Duncan, B.A., B.P.E., M.Ed.
Secretary Mrs. P.E. Warwood
Librarians Mrs. N.O.C. Pratt, B.A., B.L.S.
Mrs. H. Arro, B.A., B.L.S.

Instructional Staff
N.A. Anderson, B.A., M.Ed.
J.G. Armstrong, B.A., M.Ed.
E.G.V. Bright, B.A., M.Ed.
C.F. Brown, B.A., B.Ed.
Mrs. C.M. Calder, B.A.
F.L. Carver, B.A., B.Ed.
J.R. Collins, B.A., M.Ed.
W.J. Condlin, B.A.
R. Danley, B.A., M.Ed.
W.A. Dickson, B.A. (on loan from Etobicoke Board)
D.E. Farwell, B.A., B.Paed.
Miss S.E. Fraser, B.A., M.Ed. (on loan from Etobicoke Board)
W.G. Goddard, B.A., M.Ed.
K.M. Hackett, B.A., M.Ed.
K.W. Hagerman, B.A., M.Ed.
Miss E.A. Imrie, B.A., M.Ed.
J.F. Johnson, M.A., B.Ed., A.T.C.M.
D.A. Johnston, B.A., M.Ed.
H.G. Jones, B.A.
Mrs. M.B.E. Keele, B.A., M.Ed.
Miss E.D. Krauter, M.A.
D.R. Laister, B.A., B.Ed.
R.S. MacIntosh, B.A., M.Ed. (on loan from Peel County Board)
Miss J. MacLean, B.A., M.Ed. (on loan from Toronto Board)
R. McBurney, B.A., M.Ed.
Mrs. A.G. Moore, Reg. N., B.A., B.Sc.N.
Miss M.E. Moore, B.A., M.Ed.
T.G. Morgan, B.A., B.Ed.
Mrs. R.A. Newman, Reg. N., B.A., M.Ed.
J.G. Racicot, B.A.
D.H. Ross, B.A., M.Ed.
P.N. Ross, B.A., M.Ed.
G.L. Rutherdale, M.A., M.Ed.
T.J. Slusar, B.A. (on loan from Etobicoke Board)
R. Speak, B.A. (on loan from Etobicoke Board)
W.G. Stone, B.A., M.Sc.
Mrs. P.M. Stuart, B.A., M.Ed.
J.D. Taylor, B.A.
F. Thompson, B.A. (on loan from Toronto Board)
K.N. Topp, B.A.
J.S. Worthington, B.A. (on loan from Etobicoke Board)

London Teachers' College

A/Principal D.F. Harris, B.A.
A/Vice-Principal J.G. Elford, B.A., M.Ed.
Secretary Mrs. E.D. Sutcliffe, C.D.
Librarian Miss W.I. Singer, B.A., B.L.S., R.P.L.

Instructional Staff
R.M. Andrew, B.A.
G.V. Atkinson, B.A.
R.W. Bain, B.A.
Miss R.J. Bartlett, B.A., B.P.H.E.
G.C. Bennett, B.A., A.R.C.T.
Miss B.G. Bergey, B.A., B.Ed.
C.E. Birchard, B.A.
G.A. Boate, B.A., B.Ed.
A. Brendon, B.A.
J.A. Crawford, B.A.
A.S. Dukacz, B.A. (on loan from Middlesex County R.C.S.S. Board)
C.R. Dunn, B.A., B.Ed.
J.A. Eaman, B.A., B.Paed.
G.J. Emerson, B.A. M.Ed.
Miss M.H.E. Glover, B.A., B.Ed., A.D.C.M.
G.G. Hulley, B.A.
W.E. Laws, B.A.
Miss C.E. Leslie, B.A., M.Ed.
H.S. Long, B.A., M.Ed.
J.S. McColl, B.A., M.Ed.
R.E. Miller, B.A., B.Ed.
J.C. O'Sullivan, B.A.
H. A. Peacock, M.A., M.Ed.
M.E. Porte, B.A.
Mrs. J.F. Savage, Reg.N.
W.A. Scaldwell, B.A., M.Ed.
Mrs. S.B. Shuttleworth, B.A. (on loan from London Board)
R.S. Smith, B.A., M.Ed.
J.N. Thomson, B.A., B.Ed.
R.H. Topp, B.A.

North Bay Teachers' College

A/Principal A.J. Johnson, B.A., M.Ed.
Vice-Principal M.J. Curtis, B.A., B.Ed.
Secretary Mrs. M. Mitchell
Librarian

Instructional Staff
R.C. Barnett, B.A.
F.J. Bell, B.A., M.Ed.
P. Bertils, B.A. (on loan from Nipissing Board)
R.A. Davies, B.A., B.Ed.
D.J.P. Dufresne, B.A.
D. Husband, B.A., M.Ed.
Mrs. D. Knight, B.A., B.Ed.
S.J. Pasko, B.A., M.Ed.
J.D. Ramsey, B.A., M.Ed.
A.B. Reed, B.A.
Miss L. Regimbal, B.A.
A.J. Schmidt, B.A., B.Ed.
Miss E. Stevens, B.A., M.Ed.
Mrs. L. Surtees, B.A. (on loan from Nipissing District R.C.S.S. Board)
Miss E.A. Thorn, M.A., Ph.D.
L.C. Van Dusen, B.A., B.Ed.
O.A. White, M.A., M.Ed.

Ottawa Teachers' College

Principal S.J. Rogers, M.A., B.Sc.
Vice-Principal L.E. Stewart, B.A., B.Ed.
A/Vice-Principal C.W. Ogden, B.A.
Secretary Mrs. T.L. Flower
Librarian Miss M.G. Manchester, B.A., B.L.S.

Instructional Staff

D.J. Andrew, B.A., A.R.C.T.
D.J. Armstrong, B.A.
D.C. Baldwin, B.A.
W.A. Belanger, B.A., M.Ed.
J.R. Bennett, B.A.
E.M. Cannon, B.A.
K.J. Cowan, B.A., M.Ed.
A. Dorans, B.A.
K.J. Dowd, B.Sc., B.Ed., M.A.
K.E. Duncan, B.A., M.Ed.
R. Esselbach, B.A., M.Ed.
D.R. Greger, B.A.
R.G. Hanna, B.A.
J.R. Hastings, B.A., B.Ed.
A.L. Hill, B.A., M.Ed.
W.H. Jackson, B.A., M.Ed.
H.E. Jakes, B.A., M.Ed.
D.C. Johnson, B.A.
Mrs. M.A. Kaddatz, B.A. (on loan from Carleton County Board)
Mrs. A.R. Lazear, B.A. (on loan from Ottawa Board)
Miss S. Loveland, B.A.
W.W. McCutcheon, B.Sc., B.A., M.S.A., Ed.D., F.C.C.T.
J.M. McInnes, B.A., M.Ed.
W.S. Mutart, B.A., B.Ed.
Miss M.E.L. Otterman, B.A., M.Ed.
Miss D.H. Ryan, M.A., B.Paed.
R.J. Slesar, B.A., M.Ed.
A.D. Spaxman, B.A., A.R.C.T.
G. Sprout, B.Sc. (on loan from Carleton R.C.S.S. Board)
A. Stuart, M.A., M.Ed., F.R.G.S.
Mrs. M.I. Sunderland, M.A.
G. Thomas, B.A., M.Ed. (on loan from Ottawa Board)
D.G. Timleck, B.F.A.
J.G. Trachuk, B.A.
A.D. Walther, B.A.
Miss R.Y. Whitehead, B.A., B.R.E.
Miss L.M. Wilkie, B.A., M.Ed. (on loan from Ottawa Board)
R.M. Wilkinson, B.A., M.Ed.

Peterborough Teachers' College

A/Principal H.R. Cross, B.A., M.Ed.
A/Vice-Principal W.H. Morris, M.A., B.Ed.
Secretary Mrs. G. Smith
Librarian

Instructional Staff

R.S. Axford, B.Sc., M.Ed.
P.G. Bailey (on loan from Peterborough County Board)
Mrs. M.E.L. Campbell, B.A., M.Ed.
D.A.E. Cowan, B.A.

C.M. DeGaris, B.A., B.Ed.
W.E. Downes, B.A., M.Ed.
Miss G.J. Elliott, B.A.
Mrs. D.G. Etherington, B.A.
Miss I. Haythornthwaite, M.A.
R.T. Hendren, B.A., M.Ed.
R.J. Hill, B.A.
Miss C.M. Hope, B.A.
Miss P.A. Moore, M.A.
K.H. Sedgewick, B.A.
W.G. White, B.Soc.Sc.
R.H. Wilson, B.A., M.Ed.

St. Catharines Teachers' College

Principal R.B. Moase, B.A., M.Ed.
Vice-Principal J.A. Aikman, B.A., B.Paed.
Secretary Mrs. H. Brown
Librarian Miss S.F. Smith, M.A., B.L.S.

Instructional Staff
A.C. Bennett, B.A., B.Ed.
Mrs. A.M. Bennett, B.A.
V.D. Cicci, B.A., B.Ed.
J.T. Chapman, B.A., M.Ed.
Miss J.C. Dundas, B.A., B.Ed.
H. Friesen, B.A., B.Ed.
R.C. Henderson, B.A., B.Ed.
P. Holmes, B.A., M.Ed. (on loan from Niagara South Board)
W.B. MacDonald, B.A., M.Ed.
D.S. McAuley, B.A., M.Ed.
H. Petkau, B.A., M.Ed.
W.B. Poole, B.A.
E. Pries, B.A. (on loan from Lincoln County Board)
D.R. Sypes, B.A., M.Ed.

Stratford Teachers' College

Principal G.O. Dickinson, B.A., B.Ed.
Vice-Principal R.A. Oliver, B.A., B.Ed.
Secretary Miss E.J. Scrimgeour
Librarian Mrs. M. Davis, B.A., A.L.A.

Instructional Staff
Miss M.O. Armstrong, M.B.E., B.A., B.Ed.
S.R. Beisel, B.A., M.Ed.
Miss J.C. Cameron (on loan from Waterloo R.C.S.S. Board)
M. Carter, B.A., M.Ed. (on loan from Oxford County Board)
K. Dunn, B.A. (on loan from Waterloo County Board)
J.L. Johnson, B.A.
G.H. Keast, B.A., B.Ed. (on loan from Perth County Board)
L.R. MacKenzie, B.A.
J.H. Mann, B.A.
B.A. Mennie, B.A., M.Ed.
S.R. Miller, B.A.
W.J. Nelson, B.A., B.Ed.
Miss W. Pauli, M.A.
J.D. Staples, B.A., A.T.C.M., F.T.C.L.
H. Striker, B.A. (on loan from Waterloo County Board)
R.M. Woods, B.A., M.Ed.

Sudbury Teachers' College

Principal J. Martineau, M.A., M.Ed., Ph.L.
Vice-Principal L.M. Emery, B.A.
Secretary Mrs. R. Deschamps
Librarian Mrs. S. Jolicoeur

Instructional Staff
L.A. Bradley, B.A.
J.A.B. Dallaire, B.A.
J.J.C. Gagné, B.A.
M. Giroux, B.A.
M. Lefebvre (on loan from Sudbury District R.C.S.S. Board)
J-C. Lanteigne, B.A. (on loan from Sudbury Board)
Mrs. M. Larocque, B.A.
J.J.R. Millette, B.A.
Miss M.G. Pezet, B.A.
Mrs. E.M. Pharand, B.A.
Miss M.L. Raymond, B.A.
J.C. Thibault, B.A.

Toronto Teachers' College

Principal J.D. Stennett, M.A.
A/Vice-Principals G.J.B. Bradshaw, B.A.,
G.E.Walford, B.A., M.Ed.
Secretary Miss E. Johnston
Librarians R.P. Wood, B.A., B.L.S., W. Redenstan, M.A., B.L.S.

Instructional Staff
H.N. Archibald, B.A.
Miss C.P. Bailey (on loan from York County Board)
Miss M.P. Bainbridge, M.A., B.Paed.
J.K. Barnard, B.A. (on loan from Scarborough Board)
J.W.A. Barrett, B.A., M.Ed.
Miss R.A. Belfry, B.A., M.Ed.
Miss K.A. Bennett, B.A., M.Ed., A.R.C.T.
W.E. Bingham, B.A.
D. Blue, B.A. (on loan from Toronto Board)
W.E. Brophy, B.A., M.Ed.
J. Brown (on loan from North York Board)
Miss N. Bruce, B.A., M.Ed. (on loan from Ontario County Board)
W. Currie, B.A., M.Sc.
H.L. Chessum, B.A., B.Ed.
Mrs. M.H. Cloutier, B.A., B.Paed.
R. Daw, B.A., (on loan from Scarborough Board)
Mrs. C.M. Dubois, B.A.
J.M. Eacott, B.A.
J. Emdin, B.A. (on loan from York County Board)
Mrs. J.C. Elves, M.A.
B. Ewing, B.A. (on loan from Toronto Board)
J.W. Fair, B.A., B.P.E., M.Ed.
Miss H.M. Fletcher, M.A., M.Ed.
I.D. Fraser, B.A., M.Ed., A.T.C.L.
D. Freckelton, B.A. (on loan from North York Board)
Miss D.C. Fuller, B.A., M.A.
R.G. Gaynor, B.A., M.Ed.
D.S. Gibb, B.A., M.Ed.
E.D. Gillespie, M.A., Ed.D.
R.I. Greene, B.A., M.Ed.
Miss E. Gullette
Mrs. E.L. Hanna, Reg.N., B.Sc.N.
G. Harris, B.A. (on loan from Scarborough Board)

J.R. Harrison, B.A. (Mus.), M.Ed.
Mrs. G.L. Holt (on loan from North York Board)
W.J. Holtham, B.A., M.Ed.
Mrs. P.J. Hughes, B.A., M.Ed.
E.A. Kingstone, B.A., B.P.E., M.Ed.
J.F. Laforet, B.A., M.Ed.
H. Logue, M.A. (on loan from Metropolitan S.S. Board)
D.P. Longwell, B.A.
Mrs. J. MacGregor, B.A. (on loan from Toronto Board)
Mrs. T. MacRae, B.A. (on loan from Metropolitan S.S. Board)
Miss B. Madoc-Jones, B.A., M.A.
C.A. Manahan, B.A., M.Ed.
Miss F.S. Marsden, B.A., M.Ed.
W.R. Marshall, B.A., M.Ed.
E.C.M. McDonald, B.A., M.Ed.
K.B. McKay, B.A.
D.S. McKee, B.A., M.Ed.
F.W. Milner, B.A.
M. Mustard, B.A. (on loan from Scarborough Board)
A.F. Ogden, B.A.
W.J.A. Phillips, B.A., M.Ed.
Miss M.M. Power, B.A., M.Ed.
O.G. Rogers, B.A.
T.W. Sando, B.A., M.Ed.
J. Seme, B.A. (on loan from East York Board)
Miss M.J. Shaver, B.A. (on loan from Metropolitan S.S. Board)
J.G. Shephard, B.A., B.P.H.E. (on loan from Scarborough Board)
M. Somerville, B.A. (on loan from Toronto Board)
A.H. Stahlke, B.A., M.Ed.
Miss S. Stanley, B.A. M.Sc.
Miss H. Stoicheff, B.A., M.Ed.
Mrs. R.J. Turner, B.A., A.T.C.M., Mus.G. (Paed.), A. Mus.
V.F. Vierin, B.A.
J.R. Waligun, B.A.
G. West, B.A. (on loan from Toronto Board)
Mrs. M. White (on loan from North York Board)
Mrs. M.E. White, B.A.
W. Whitehorn, B.A. (on loan from Toronto Board)
E.H. Wiley, B.A.
Miss A.Y. Wilson, B.A., M.Ed.
G. Zwaigen, B.A.

Courses and Certificates

A one-year course leading to a certificate valid for teaching for five years in the elementary schools of Ontario is offered at each of the Hamilton, Lakeshore, London, North Bay, Ottawa, Peterborough, St. Catharines, Stratford and Toronto Teachers' Colleges. Applicants for admission to this course must hold the required grade 13 standing or equivalent or higher qualifications.

For information concerning courses offered by the Faculty of Education, Lakehead University, or the Faculty of Education, University of Windsor, an applicant should write to the appropriate Dean at the address given on pages 9 and 10.

The one-year course leads to an Interim Elementary School Teacher's Certificate, Standard 1, 2, 3 or 4, depending upon the academic qualifications of the candidate. The Interim Elementary School Teacher's Certificate, Standard 1, is the certificate which will be granted to successful candidates holding the minimum academic admission requirements for the course. The Standard 2 certificate may be granted to a successful candidate who, in addition to being eligible to receive the Standard 1 certificate, has credit in five acceptable university subjects beyond the grade 13 level. The Standard 3 certificate may be granted to a successful candidate who, in addition to being eligible to receive the Standard 1 certificate, has credit in ten acceptable university subjects beyond the grade 13 level. The Standard 4 certificate may be granted to a successful candidate who, in addition to being eligible to receive the Standard 1 certificate, holds an acceptable Bachelor of Arts or Bachelor of Science degree from an Ontario university or a degree the Minister of Education deems equivalent thereto.

The requirements for proceeding from an Interim Elementary School Teacher's Certificate, Standard 1, through Standard 2, Standard 3 and Standard 4 are outlined in Circular 635: Memorandum re changes in certification of elementary school teachers, a copy of which may be obtained from the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 310.

During the year 1970-71, an optional course leading to an Interim Elementary School Teacher's Certificate, Standard 4, will be offered to students who hold acceptable university degrees, provided sufficient numbers of candidates apply.

Applicants for courses at the Sudbury Teachers' College should consult Part II of this Calendar which contains information pertaining to this college.

In addition to the basic courses previously mentioned, specialized courses are offered at some teachers' colleges, provided sufficient numbers of candidates apply.

Graduates of the two-year course in Home Economics at the Ryerson Polytechnical Institute or Centennial College of Applied Arts and Technology may take an Intermediate Home Economics Certificate Course, at the Toronto Teachers' College only, during the same year as the regular one-year course. Candidates enrolled in the Intermediate Home Economics Certificate Course will be required to obtain standing in a final examination on this subject, to be written during the last two weeks of the third term on the date and at the hour set by the Ontario Department of Education.

A Primary School Specialist Certificate Course, which prepares teachers for teaching in junior and senior kindergartens and in grades 1 and 2, is offered at the Hamilton, Ottawa and Toronto colleges. Applicants for this course should consult Part III of this Calendar.

A course leading to a certificate as Teacher of French to English-speaking Pupils in Elementary Schools is offered at the Hamilton, Lakeshore, London, North Bay, Ottawa and Toronto Teachers' Colleges for applicants who meet the admission requirements. Candidates enrolled in this course will be required to obtain standing in a final examination in this subject, to be written during the last two weeks of the third term on the date and at the hour set by the Ontario Department of Education.

A course leading to an Elementary Certificate in Vocal Music, Type B, is offered at colleges where the number of applicants justifies its establishment. Candidates enrolled in this course will be required to obtain standing in a final examination in this subject, to be written during the last two weeks of the third term on the date and at the hour set by the Ontario Department of Education.

Admission Requirements

Academic

In September 1970, the academic requirement for admission to the one-year course leading to an Interim Elementary School Teacher's Certificate is standing in grade 13 English and five additional credits with an average of at least 60 per cent, or a degree approved by the Minister from an accredited university.

For admission to a teachers' college, history, physics, chemistry, algebra (old course), geometry, trigonometry and statics, biology, botany, zoology, accountancy practice, secretarial practice, mathematics of investment, music, geography, art and home economics will each count as one credit; the languages will each count as two credits; introduction to analysis (mathematics A) and algebra (mathematics B) will each count as two credits. A combination of introduction to analysis (mathematics A) and algebra (mathematics B), however, will count as three credits only. An applicant may not claim more than two credits for standing in any one language; more than two credits for any combination of botany, zoology and biology; or more than three credits for standing in mathematics.

In lieu of the grade 13 standing outlined above, an applicant may forward evidence of successful completion of any one of the following:

1 the qualifying or preliminary year at an Ontario university, including a full course in English;

2 the first year at an Ontario university;

3 a two-year or a three-year course at a college of applied arts and technology or Ryerson Polytechnical Institute, with at least a 60 per cent average in the subjects of the second year;

4 a course leading to a diploma as an Associate of the Ontario College of Art.

A graduate of the two-year course in Home Economics (teachers' college option) at Ryerson Polytechnical Institute or Centennial College of Applied Arts and Technology may be admitted to the Intermediate Home Economics Course which will be offered at the Toronto Teachers' College only.

War Service Credit

Special provisions are made for the admission to the one-year course at a teachers' college of persons with service in the Forces during the Second World War. Ex-servicemen and women who wish to attend a teachers' college and who hold at least grade 12 standing are advised to write to the Registrar, Department of Education, 1 St. Clair Avenue West, Toronto 195, stating the secondary school standing held and making clear the nature and duration of their war service.

Tuberculin Test, X-ray, Medical Examination

Before final admission to a course, an applicant must establish proof that he is free from active tuberculosis. Arrangements for a tuberculin test, and an x-ray, if necessary, will be made at the teachers' college during the opening days of the course.

Where an applicant is excluded, the Minister shall refund to the applicant the return coach-class railway fare or bus fare between the centre at which the course is offered and the station nearest to the applicant's place of residence in Ontario, and a sum for board and lodging at the rate of $1 a day from the date the applicant began attendance at the course until the date he was notified of his exclusion by the principal.

Where, during the course, the principal recommends to the Minister that a teacher-in-training be required to undergo a further medical examination, the Minister may order a medical examination for the teacher-in-training and appoint a duly qualified practitioner to conduct the examination.

Where the medical practitioner certifies that the teacher-in-training is medically unfit, the Minister shall direct the principal to notify the teacher-in-training of his exclusion.

Other Requirements

An applicant for admission to a teachers' college must submit evidence that he is a Canadian citizen or has the status of a landed immigrant.

An applicant who was born in Ontario is required to forward a certificate showing the place and date of his birth from the Deputy Registrar-General of Births, Room M2-49, 2nd Floor, Macdonald Block, Queen's Park, Toronto. Applicants born outside Ontario must submit an original birth certificate or other evidence of birth acceptable to the Minister.

Each applicant for admission to a teachers' college must be interviewed by a representative or by representatives of a teachers' college Committee of Selection. Individual interviews will be arranged through the offices of the principals of the secondary schools during the last three or four months of the school year. Applicants not in attendance at a secondary school should write to the teachers' college of their district, as early as possible in the calendar year, regarding arrangements for an interview.

Application for Admission

An application form for admission to a teachers' college may be obtained from the principal of a teachers' college after April 1. (The names and addresses of the teachers' colleges are listed on page 9) The completed application form should be returned to the principal concerned, before August 1, with certificates of birth and academic standing.

An admission card will be sent to each applicant who meets satisfactorily the requirements outlined in the official application form. The card should be taken by the applicant to the teachers' college when he reports on opening day.

Board and Lodging

The principal of the teachers' college will provide a list of boarding houses on request.

Duties of Students

Students shall be regular and punctual in attendance. Students whose conduct, attendance or progress is unsatisfactory may, after a hearing, be suspended from the college by the principal. Where the principal suspends a student, he shall notify the Minister of Education who shall remove, confirm or modify the suspension, or dismiss the student from the course.

Expenses

No tuition fees are charged for courses offered at the teachers' colleges operated by the Ontario Department of Education. Students whose homes are not in a teachers' college centre will have the expense of room and board, and all students will be responsible for travelling and living expenses incurred during the weeks of continuous practice teaching in classrooms located outside the teachers' college centre. The cost of textbooks, notebooks and supplies is borne by the individual student. Fees are collected to defray the cost of extra-curricular activities.

For information concerning the expenses of students attending courses offered by the Faculty of Education, Lakehead University, or the Faculty of Education, University of Windsor, an applicant should write to the appropriate Dean at the address given on pages 9 and 10.

Student Organizations

The social, athletic and cultural programs of the teachers' colleges outside class hours are largely under the direction of the students themselves through their extra-curricular organizations. In the interests of their own personal development, students are encouraged to take part in the various activities sponsored by these societies and groups.

Religious Instruction

Religious instruction for students in attendance will be provided by local clergymen of the different denominations.

Financial Aid

A student planning to attend a teachers' college may apply for financial assistance under the Province of Ontario Student Awards Program. Application forms may be obtained from the principal of the secondary school and, when completed, forwarded to the principal of the local teachers' college. Applicants not attending a secondary school may obtain complete details concerning the program and application forms from the principal of the teachers' college in their district.

An Ontario Scholarship in the amount of $150 will be awarded to any student who obtains an average of 80 per cent or more in achieving seven grade 13 credits in June, 1970. Two of the credits must be in English or français. As the award is made automatically to all grade 13 students who attain the necessary academic standing, no application is necessary. Ontario Scholarship winners are eligible to apply for further assistance, if necessary, under the Province of Ontario Student Awards Program.

Programs of Study

One-year Course, and Course for University Graduates

The program of study at the Hamilton, Lakeshore, London, North Bay, Ottawa, Peterborough, St. Catharines, Stratford and Toronto Teachers' Colleges shall be:
Group 1 Foundations of Education: Philosophy in Education; Psychology in Education.
Group 2 Curriculum: Administration; Teaching Methods; Construction and Content.
Group 3 Library Services; Religious Education; Religious Instruction.
Group 4 Directed observation and practice teaching in elementary schools.

The program of study is designed to prepare students to teach in the primary and junior divisions and grades 7 and 8 of the intermediate division of the elementary schools. While detailed treatment of the work of the kindergarten and of grades 9 and 10 will not be required, attention will be directed to the place of the kindergarten in the educational system, and to the scope and objectives of the intermediate division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged as far as practicable to include experience in the various divisions of the elementary school. Observation and practice teaching in grades 9 and 10 will not be required.

Students who show a marked deficiency in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, may be organized into groups under the guidance of the staff for the purpose of planning and carrying out a program of self-improvement.

Sessional Records

Sessional records include the records of term examinations, oral and written class tests and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student, on the recommendation of the staff, may be exempted from writing the final examination in any examination subject taken at a teachers' college operated by the Department of Education, provided that he obtains at least 66 per cent of the marks assigned to that subject on the sessional records.

Final Standing

To qualify for an Interim Elementary School Teacher's Certificate, a candidate must obtain a standing of at least 60 per cent in practice teaching and pass or be recommended in the final examination papers in Group 1 and Group 2.

The five final examination papers in Group 1 and Group 2 of the one-year course and course for university graduates will be prepared by the staff of each teachers' college operated by the Department and will be written during the last two weeks of the third term on the dates and at the hours set by the Department.

The maximum number of marks for each examination subject will be 200, of which 100 will be allowed for the sessional record and 100 for the final examination.

The standing of extra-mural candidates will be determined by the final written examinations. For this purpose, the maximum marks in the case of each paper will be 200.

One-year Course, and Course for University Graduates

The five final examination papers of the one-year course and the course for graduate students offered by teachers' colleges operated by the Ontario Department of Education shall be those indicated in Group 1 and Group 2.

A candidate in the one-year course or the course for university graduates who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group 1 and Group 2, and who obtains pass standing in practice teaching shall, on the recommendation of the staff, be granted an Interim Elementary School Teacher's Certificate.

A candidate enrolled in the Intermediate Home Economics Certificate Course, the Elementary Vocal Music Course, Type B, or the French Course will be required to write sessional and final examinations in his particular subject. Such a candidate, who is otherwise qualified and who obtains 66 per cent of the marks assigned to Intermediate Home Economics, Music, or French on the sessional records may, on the recommendation of the staff, be exempted from writing the final examination in that subject.

A candidate otherwise qualified who fails in not more than two of the final examination subjects of the one-year course or the course for university graduates and who passes in practice teaching may write supplementary examinations during August 1971 on the dates and at the hours set by the Ontario Department of Education. A candidate who fails in one final examination or one supplementary examination paper may be exempted from further attendance and may complete his standing by passing, at the May Examination, 1972, the final paper in the subject in which he failed.

A candidate in the one-year course or the course for university graduates who fails in practice teaching, or who passes in practice teaching but fails in two or more final examination subjects of Group 1 and Group 2, or in two supplementary examination written in August 1971, will not be readmitted to a teachers' college.

Appeals

Provided he has passed in practice teaching, a candidate who attended a teachers' college operated by the Ontario Department of Education and failed in one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 310, accompanied by a fee of $2 per paper made payable to The Treasurer of Ontario. This fee will be returned to the candidate if the appeal is sustained.

In the case of August supplementary examinations, an appeal will not be granted.

Extra-mural Candidates

Extra-mural candidates who plan to write all or certain of the final examinations at a teachers' college should apply for permission to do so to the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 310, before April 1, 1971.

Extra-mural candidates residing in the counties of Southern Ontario will write the examinations at a teachers' college. Those residing in the Districts of Northern Ontario may

obtain permission to write at the North Bay Teachers' College, the Sudbury Teachers' College or at the office of the area superintendent of schools. If the last-mentioned arrangement is desired, a specific request to do so should be included in the letter to the Deputy Minister.

Upon receiving written permission to write the final examinations, the applicant should file his letter with the principal of the teachers' college at which he plans to write with the request that he be supplied with any available assistance for extra-mural candidates.

Certification of Teachers Qualified Outside Ontario

A person who is qualified as a teacher in another educational system and who wishes to become certified for teaching in Ontario should forward official evidence of his academic and professional standing and the names and addresses of his last inspector and employer to the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 310, as early as possible in the school year with a request that he be granted a Letter of Standing. Such Letter of Standing is valid for teaching in the elementary schools of Ontario until the close of the school year in which it is issued.

If a person holding a Letter of Standing obtains a teaching position in Ontario and it is certified by his superintendent of schools at the close of the teaching year that he is suitable in every way to teach in the province, he may be granted an Interim Elementary School Teacher's Certificate valid for teaching in the elementary schools of Ontario.

In the case of a person qualified as a teacher in a foreign country where English is not the mother tongue, the applicant must be interviewed by a committee set up for the purpose in the Department of Education, 1 St. Clair Avenue West, Toronto 195.

This committee may recommend the acceptance or rejection of the applicant, and may advise with regard to further preparation required for certification as a teacher in Ontario.

Certificates

Candidates Holding High School Assistant's Certificates

A candidate who holds an Interim High School Assistant's Certificate may qualify for an Interim Elementary School Teacher's Certificate by attending a teachers' college for the January to June term and by passing in practice teaching and in the final examinations in Group 1 and Group 2 of the one-year course.

The holder of a Permanent High School Assistant's Certificate may, upon accepting a contract from a board to teach in the grades of an elementary school, be granted an Interim Elementary School Teacher's Certificate, Standard 4.

Candidates Holding a Permanent Elementary School Certificate, Standard 4

The holder of a Permanent Elementary School Teacher's Certificate, Standard 4, may, upon accepting a contract from a board to teach in the grades of a secondary school, be granted an Interim High School Assistant's Certificate, Type B.

Candidates Holding a Permanent Primary School Specialist's Certificate

A candidate who holds a Permanent Primary School Specialist's Certificate may qualify for an Interim Elementary School Teacher's Certificate by passing the final examinations in Group 1 and Group 2 of the one-year course.

Additional Professional Certificates

The Ontario Department of Education offers a wide range of summer courses, including art, childhood education, compensatory education, educational television, elementary school teacher librarians', elementary science (grades 1-6), elementary social studies (grades 1-6), French conversation, guidance, integrated studies, intermediate division geography and history (grades 7 and 8), intermediate science: new directions, junior environmental studies, language arts, learning materials methodology, music, physical and health education, primary education supervisor's, primary methods, school principals, special education, teaching English as a second language, teaching French to English-speaking pupils in elementary schools, and teaching trainable retarded children.

Each course leads to a special certificate in a particular subject area.

Each year, summer courses are offered in many different centres throughout the province giving teachers a choice of centre as well as subject. Summer courses, up to a maximum of five, may be used to upgrade an Elementary School Teacher's Certificate to Standard 2 or Standard 3.

Information concerning the courses offered during the summer of 1971 will be sent to teachers' colleges early in 1971.

Permanent Certificates

The requirements for proceeding from an Interim Elementary School Teacher's Certificate to a Permanent Elementary School Teacher's Certificate are outlined in Circular 614, Memorandum re basic teaching certificates valid in elementary schools, a copy of which may be obtained from the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 310.

Courses of Study

One-year Course and Course for University Graduates

Group 1 Foundations of Education:

Philosophy in Education—A preliminary study of the philosophical background of modern educational problems aimed at encouraging the student to think critically about contemporary theories and issues in education.

Psychology in Education—A preliminary study of child growth and development, the learning process, and their implications for the elementary school teacher.

Group 2 Curriculum:

Administration—A study of the role of the teacher and his relationship with pupil, school and society: the Ontario educational system, school laws and regulations; administration of classrooms; grouping of pupils; maintenance of school records; relationships with employers, supervisory personnel, colleagues, parents and community agencies; educational and professional organizations; the teacher's professional growth.

Teaching Methods—A critical examination of those teaching procedures which apply to all aspects of the curriculum:

Elements: teacher preparation and planning, motivation and rapport, timing and sequence, questioning, consolidation, pupil records;

Procedures: development of skills, knowledge, appreciations, attitudes; induction-deduction, discussion, drill, review, project and enterprise, field trip and excursion, research, discovery, programmed learning;

Resources: use of audio-visual materials, traditional and modern;

Evaluation: testing, diagnostic and remedial procedures;

Integration of the Curriculum.

Construction and Content—A more detailed study of the aims, scope, content, sequence and construction of the following subjects of the curriculum of the primary, junior and intermediate divisions of the elementary school, with special emphasis on curriculum building, unit planning, flexibility of methods to meet the interests and needs of individual children; methods and materials particular to each subject.

English: development of the interrelated skills of speaking, listening, writing and reading with particular emphasis on current practices in beginning reading; individual differences in reading ability; the development of appreciation and taste for literature; contemporary resources in children's verse, fiction and non-fiction; creative and utilitarian writing; handwriting; spelling, usage and grammar as functions of children's needs in communication.

Mathematics: the underlying structures and unifying principles of mathematics and the development of children's basic mathematical concepts; an investigation of current teaching approaches which link mathematical understanding to child development.

Social Studies, History and Geography: development of children's understanding of man's relationship with his environment in the past and present, particularly his relationship with his fellow men; insight into other cultures; understanding of privileges and responsibilities of citizenship; awareness of current local, national and international problems.

Science: development of an expanding curriculum based upon each child's direct contact with selected materials in his environment; the provision of individual and group learning experiences inside and outside the college in discovering and applying scientific data and principles.

Art: the philosophy and characteristics of contemporary art education; the development of child growth in art; experience with varied two and three-dimensional media; appraisal of children's art; acquaintance with the community's art resources.

Music: development of the child's growth in music; teaching by rote and by note; experience in ear-training, sight singing, part-singing, and conducting; development of music appreciation; familiarity with suitable song material.

Health: planning experiences to develop the child's concept of healthful living; helping to create healthful classroom, school, home and community environments.

Physical Education: activities to provide for the child's physical growth and development; experiences as participant and leader in games, dance and gymnastics; selecting, ordering and maintaining equipment; safety procedures; co-curricular program.

Group 3

Library Services — An examination of the facilities of the teachers' college library; the functions of the elementary school library, the public library, and the travelling library.

Religious Education — A study of methods related to religious exercises and religious education in the public schools.

Religious Instruction — to be provided by local clergymen.

Note

For information concerning courses offered by the Faculty of Education, Lakehead University, or the Faculty of Education, University of Windsor, an applicant should write to the Dean of the appropriate college at the address given on pages 9 and 10.

Part II Calendar of the Sudbury Teachers' College

Courses for the preparation of French-speaking elementary school teachers are also offered at the University of Ottawa. For information, write to:
Associate Dean,
Faculty of Education,
University of Ottawa,
Ottawa.

General Information

Courses

Two courses will be offered during the college year 1970-71 at the Sudbury Teachers' College. Each course will lead to a certificate valid for teaching for five years in elementary school classrooms attended by French-speaking pupils where both English and French are used as languages of instruction in various subjects of the courses of study. These courses are:

1 a one-year course, for applicants who hold the required grade 13 or equivalent standing, leading to an Interim Elementary School Teacher's Certificate;

2 a two-year course, for applicants who hold the required grade 12 standing, leading to an Interim Elementary School Teacher's Certificate.

Conditions of Admission

In September, 1970, for admission to the one-year course leading to an Interim Elementary School Teacher's Certificate, the academic requirement is standing in seven grade 13 credits, including English and français, with an average of at least 60 per cent, or a degree, approved by the Minister, from an accredited university.

The following three-hour grade 13 examinations, if written successfully, will each count as two credits: English, français, French, German, Greek, Italian, Latin, Russian, Spanish, mathematics A and mathematics B. The following grade 13 examinations, if written successfully, will each count as one credit: history, geography, algebra, geometry, trigonometry and statics, mathematics of investment, physics, chemistry, biology, botany, zoology, accountancy practice, secretarial practice, music, art, and the composition, authors, or literature part of a paper written prior to 1966. An applicant may not claim more than two credits for standing in any one language, more than two credits for any combination of botany, zoology, and biology, or more than three credits for standing in mathematics.

In lieu of the grade 13 standing required, an applicant may submit evidence of successful completion of the pre-university year of the University of Ottawa or the preliminary year of Laurentian University, Sudbury, provided that the university program includes a full course in each of English and français.

In September 1970, for admission to the two-year course leading to an Interim Elementary School Teacher's Certificate, the academic requirement will be the Secondary School Graduation Diploma of the five-year program in one of the branches, including français, or the Secondary School Graduation Diploma of the general course with at least four options, including français, or equivalent standing.

Special provisions are made for the admission to a teachers' college of persons with service in the Forces during the Second World War. Ex-servicemen and women who wish to attend the Sudbury Teachers' College and who hold at least grade 12 standing are advised to place their cases before the Registrar, Ontario Department of Education, 1 St. Clair Avenue West, Toronto 195, stating the secondary school standing held and making clear the nature and duration of their war service.

Other Requirements

For other requirements for admission to the teachers' college, applicants are referred to Part I of this Calendar, page 18.

Programs of Study

One-year Course

During the college year 1970-71, the program of studies for the one-year course shall be:

Group 1 Foundations of Education: Philosophy in Education; Psychology in Education.

Group 2 Curriculum: Administration; Teaching Methods; Construction and Content.

Group 3 Library Services, Religious Instruction.

Group 4 Directed observation and practice teaching in elementary schools.

Two-year Course

The program of studies for the two-year course, first year, shall be:

Group 1 Academic Subjects: français, two of history, geography, mathematics.

Group 2 Foundations of Education: Child Psychology.

Group 3 Curriculum: Teaching Methods, Construction and Content.

Group 4 Library Services, Religious Instruction.

Group 5 Directed observation and practice teaching in elementary school classrooms.

The program of studies for the two-year course, second year, shall be:

Group 1 Academic Subjects: français, English, one of history, geography, Latin not taken in the first year.

Group 2 Foundations of Education: Philosophy in Education; Psychology in Education.

Group 3 Curriculum: Administration; Teaching Methods; Construction and Content.

Group 4 Audio-visual Education, Religious Instruction.

Group 5 Directed observation and practice teaching in elementary school classrooms.

To obtain an Interim Elementary School Teacher's Certificate, Standard 1, a candidate must pass in practice teaching, achieve standing in all professional subjects, and obtain at least seven academic credits.

Concurrently with the study of methods, there will be a review from the standpoint of pedagogy of the content of the subjects of the primary and junior divisions, and of grades 7 and 8 of the intermediate division. While detailed treatment of the work of the kindergarten and of grades 9 and 10 will not be required, attention will be directed to the place of the kindergarten in the educational system, and to the scope and objectives of the intermediate division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged as far as practicable to include experience in classrooms in the various divisions of the elementary school. Observation and practice teaching in grades 9 and 10 will not be required.

Students who show a marked deficiency in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, will be organized into groups under the guidance of the staff for the purpose of planning and carrying out a program of self-improvement.

Sessional Records

Sessional records include the records of term examinations, oral and written class tests, and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student, on the recommendation of the staff, shall be exempted from writing the final examination in any examination subject, provided that he obtains at least 66 per cent of the marks assigned to that subject on the sessional records.

Final Standing

To qualify for an Interim Elementary School Teacher's Certificate, a candidate must obtain a standing of at least 60 per cent in practice teaching and pass or be recommended in the final examination papers.

The final examination papers in Group 1 and Group 2 of the one-year course and in Groups 1, 2, and 3 of the two-year course, first and second years, will be prepared by the staff of the teachers' college and will be written at the end of the third term on the dates and at the hours set by the Ontario Department of Education.

One-year Course

The five final examination papers of the one-year course shall be in the subjects of Groups 1 and 2.

The maximum number of marks for each examination subject will be 200, of which 100 will be allowed for sessional records and 100 for the final examination.

The standing of extra-mural candidates will be determined by the final written examinations. For this purpose the maximum of marks in the case of each paper will be 200.

A candidate who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group 1 and Group 2 and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim Elementary School Teacher's Certificate.

A candidate otherwise qualified who fails in not more than two of the final examination subjects of the one-year course and who passes in practice teaching may write supplementary examinations during August, 1971, on the dates and at the hours set by the Department. A candidate who fails in one final examination or one supplementary examination paper may be exempted from further attendance and may complete his standing by passing, at the May Examinations, 1972, the final paper in the subject in which he failed.

A candidate in the one-year course who fails in practice teaching, or who passes in practice teaching but fails in two or more final examination subjects of Groups 1 and 2, or in two supplementary examinations written in August, 1971, will not be re-admitted to a teachers' college.

Two-year Course, First Year

The final examination papers of the first year of the two-year course shall be in the subjects of Groups 1, 2 and 3.

A candidate in the first year of the two-year course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Groups 1, 2 and 3, and who obtains pass standing in practice teaching shall, on the recommendation of the staff, be admitted to the second year of the course.

Candidates in the first year of the two-year course who fail in not more than two of the examination subjects of Groups 1, 2 and 3 of the first year and who pass in practice teaching will be granted conditional admission to the second year of the course, but such candidates will be required to write, at the next annual examination, the final paper or papers in the subjects of the first year in which they failed, and will not be granted standing for the first year until they have passed in such paper or papers.

Candidates in the first year of the two-year course who fail in practice teaching, or who pass in practice teaching but fail in three or more of the examinations of Groups 1, 2 and 3 of

the first year, will not be re-admitted to the two-year course.

It should be noted that students in the first year of the two-year course, 1970-71, will not be eligible for employment by boards as teachers for the school year 1971-72 and that no Letters of Permission authorizing the employment of such students in that school year will be issued to boards. This ruling applies to students who are successful in the first year and those who fail to obtain complete standing.

Two-year Course, Second Year

The final examination papers of the second year of the two-year course shall be in the subjects of Groups 1, 2 and 3.

A candidate in the second year of the two-year course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Groups 1, 2 and 3 and who obtains pass standing in practice teaching shall, on the recommendation of the staff, be granted an Interim Elementary School Teacher's Certificate.

A candidate otherwise qualified who fails in not more than two of the final examination subjects of the two-year course, second year, and who passes in practice teaching may write supplementary examinations during August, 1971, on the dates and at the hours set by the Department of Education.

A candidate who fails in one final examination or one supplementary examination paper may be exempted from further attendance and may complete his standing by passing, at the May Examinations, 1972, the final paper in the subject in which he failed.

A candidate in the two-year course, second year, who fails in practice teaching, or who passes in practice teaching but fails in two or more final examination subjects of Groups 1, 2 and 3, or in two supplementary examinations written in August, 1971, will not be re-admitted to a teachers' college.

Appeals

A candidate who has passed in practice teaching but has failed in one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based is lodged with the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 310, accompanied by a fee of $2 per paper, made payable to The Treasurer of Ontario. This fee will be returned to the candidate if the appeal is sustained.

In the case of August supplementary examinations, an appeal will not be granted.

Additional Information

For information regarding opening and closing dates of the teachers' college year, application for admission, board and lodging, duties of students, X-ray, medical examination, student organizations, etc., reference should be made to Part I of this Calendar.

Courses of Study

One-year Course

Group 1 Foundations of Education

Philosophy in Education—A preliminary study of the philosophical background of modern educational problems aimed at encouraging the student to think critically about contemporary theories and issues in education.

Psychology in Education—A preliminary study of the child's growth and development, the learning process, and their implications for the elementary school teacher.

Group 2 Curriculum

Administration—A study of the role of the teacher and his relationship with pupil, school and society: the Ontario educational system, school laws and regulations; administration of classrooms; grouping of pupils; maintenance of school records; relationships with employers, supervisory personnel, colleagues, parents and community agencies; educational and professional organizations; the teacher's professional growth.

Teaching Methods—A critical examinationof those teaching procedures which apply to all aspects of the curriculum:

Elements: teacher preparation and planning, motivation and rapport, timing and sequence, questioning, consolidation, pupil records;

Procedures: development of skills, knowledge, appreciation, attitudes; induction-deduction, discussion, drill, review, project and enterprise, field trip and excursion, research, discovery, programmed learning;

Resources: use of audio-visual material, traditional and modern;

Evaluation: testing, diagnostic and remedial procedures;

Integration of the Curriculum.

Construction and Content—A more detailed study of the aims, scope, content, sequence, and construction of the following subjects of the curriculum of the primary, junior and intermediate divisions of the elementary school, with special emphasis on curriculum building, unit planning, flexibility of methods to meet the interests and needs of individual children, methods and materials particular to each subject:

français: development of the interrelated skills of speaking, listening, writing and reading with particular emphasis on current practices in beginning reading, individual differences in reading ability; the development of appreciation and taste for literature; contemporary resources in children's verse, fiction, and non-fiction; creative and utilitarian writing; handwriting; spelling, usage and grammar as functions of children's needs in communication.

English: development of the interrelated skills of speaking, listening, writing and reading of English as a second language with particular emphasis on current practices in beginning reading; individual differences in reading ability;

the development of appreciation and taste for literature; contemporary resources in children's verse, fiction, and non-fiction; creative and utilitarian writing; handwriting; spelling, usage and grammar as functions of children's needs in communication.

Mathematics: the underlying structures and unifying principles of mathematics and the development of children's basic mathematical concepts; an investigation of current teaching approaches which link mathematical understanding to child development.

Social Studies, History and Geography: development of children's understanding of man's relationship with his environment in the past and in the present, particularly his relationship with his fellow men; insight into other cultures; understanding of the privileges and responsibilities of citizenship; awareness of current local, national and international problems.

Science: development of an expanding curriculum based upon each child's direct contact with selected materials in his environment; the provision of individual and group learning experiences inside and outside the college in discovering and applying scientific data and principles.

Art: the philosophy and characteristics of contemporary art education; the development of child growth in art; experience with varied two and three-dimensional media; appraisal of children's art; acquaintance with the community's art resources.

Music: development of the child's growth in music; teaching by rote and by note; experiences in ear-training, sight singing, part-singing, and conducting; development of music appreciation; familiarity with suitable song material.

Health: planning experiences to develop the child's concept of healthful living; helping to create healthful classroom, school, home and community environments.

Physical Education: activities to provide for the child's physical growth and development; experiences as participant and leader in games, dance and gymnastics; selecting, ordering and maintaining equipment; safety procedures; co-curricular programs.

Group 3

Library Services—An examination of the facilities of the teachers' college library, the functions of the elementary school library, the public library, and the travelling library.

Religious Instruction

Two-year Course, First Year

Group 1 Academic Subjects

Français—French language and literature at grade 13 or pre-university year level.

History—grade 13 or pre-university year level.

Geography—grade 13 or pre-university year level.

Mathematics—grade 13 or pre-university year level.

Details of the above academic courses will be supplied by the principal of the teachers' college.

Group 2 Foundations of Education

Child Psychology—a preliminary study of child growth and development.

Group 3 Curriculum

Teaching Methods—see group 2 of the one-year course, page 26.

Construction and Content—see group 2 of the one-year course, pages 26 and 27, français, English, Social Studies, History and Geography, Science, Art, Physical Education.

Group 4

Library Services—see group 3 of the one-year course, page 27.

Religious Instruction

Two-year Course, Second Year

Group 1 Academic Subjects

Français—French language and literature at grade 13 or pre-university year level.

English—grade 13 or pre-university year level.

History—grade 13 or pre-university level.

Geography—grade 13 or pre-university year level.

Latin—grade 13 or pre-university year level.

Details of the above academic courses will be supplied by the principal of the teachers' college.

Group 2 Foundations of Education

Philosophy in Education—see group 1 of the one-year course, page 26.

Psychology in Education—A preliminary study of the learning process and its implications for the elementary school teacher.

Group 3 Curriculum

Administration—see group 2 of the one-year course, page 26.

Teaching Methods—see group 2 of the one-year course, page 26.

Construction and Content—see group 2 of the one-year course, pages 26 and 27, français, English, Mathematics, Music, Health.

Group 4

Audio-visual Education—Program will be provided by the master concerned.

Religious Instruction

Part III

Calendar of the Primary School Specialist Certificate Course

General Information

Locations

A one-year course leading to an Interim Primary School Specialist's Certificate valid for teaching for five years in junior and senior kindergartens and grades 1 and 2 of the elementary schools of Ontario will be offered at the following centres provided that the number of applicants justifies the establishment of the course:

Hamilton Teachers' College,
King Street West,
Hamilton

Ottawa Teachers' College
195 Elgin Street,
Ottawa

Toronto Teachers' College,
951 Carlaw Avenue,
Toronto 6.

Conditions of Admission

For admission to the Interim Primary School Specialist Certificate Course, the applicant shall submit with her application one of the following:
(a) an Interim or Permanent Ontario Elementary School Teacher's Certificate or an Interim or Permanent Ontario First Class Certificate or an equivalent Letter of Standing;
(b) a university degree approved by the Minister of Education.

If the applicant has not formerly attended a teacher' s college, she should also submit her birth certificate and evidence that she is a Canadian citizen or has the status of a landed immigrant.

An applicant who is eligible for admission to the Primary School Specialist Certificate Course and who holds a Kindergarten Director's Certificate, a Kindergarten-Primary Certificate or a Primary Methods Certificate, Primary Methods, Parts I and II, may be exempted from attendance during the months of September, October, November and December.

Application Forms

Application forms for admission to the Primary School Specialist Certificate Course may be obtained from the principal of the college concerned after April 1. The application form should be returned to the principal before July 15, with certificates of birth and academic standing.

An admission card will be sent to each applicant who meets satisfactorily the requirements outlined in the official application form. The card should be taken by the applicant to the teachers' college when she reports on opening day.

Session, Terms, Vacations, Duties of Students, Financial Aid, etc.

For information regarding these matters, applicants are referred to Part I of this Calendar.

Program of Study

The program of study for the course leading to the Interim Primary School Specialist's Certificate shall be as follows:

Group 1 Foundations of Education: Child Growth and Development; Education of Young Children; The Child and Society. Curriculum: Curriculum Development; Strategies for Teaching.

Group 2 Library methods; methods in religious education; religious instruction.

Group 3 Directed observation and practice teaching in junior and senior kindergarten and grades 1 and 2 of the elementary schools.

Sessional Records

Sessional records will include the records of term examinations, oral and written class tests, and practical work. The general attitude of the student, her adaptability to teaching, and the probability of her future success as a teacher will be taken into consideration in determining her sessional standing.

A student who, in any examination subject, obtains 66 per cent of the marks assigned to the subject on the sessional records may, on the recommendation of the principal and staff, be exempted from the final examination in that subject.

Final Standing

The final examination papers in Group 1 of the course will be prepared by the staff of the teachers' college and will be written during the last two weeks of the third term on the dates and at the hours set by the Ontario Department of Education. The five final examination papers shall be as follows: Child Growth and Development; Education of Young Children; The Child and Society; Curriculum Development; and Strategies for Teaching.

The maximum number of marks for each subject shall be 200 of which 100 shall be for the sessional record and 100 for the final examination. The maximum number of marks for practice teaching shall be 1000. The standing for extra-mural candidates shall be determined by the final examinations in which case the maximum number of marks for each subject shall be 200.

Where a student otherwise qualified obtains at least 600 marks in practice teaching, and, for each examination subject, is either exempted from writing the final paper on the basis of term work or obtains a total of 120 marks for the sessional record and the final examination, she shall be granted an Interim Primary School Specialist's Certificate.

A candidate otherwise qualified who fails in not more than two of the final examination subjects of the Primary School Specialist Certificate Course and who passes in practice teaching may write supplementary examinations during August, 1971, on the dates and at the hours set by the Ontario Department of Education. A candidate who fails in one final examination or one supplementary examination paper may be exempted from further attendance and may complete her standing by passing at the May Examinations, 1972, the final paper in the subject in which she failed.

A candidate in the Primary School Specialist Certificate Course who fails in practice teaching, or who passes in practice teaching but fails in two or more final examination subjects, or in two supplementary examinations written in August, 1971, will not be re-admitted to a teachers' college.

Appeals

Provided that she has passed in practice teaching, a candidate who has failed in one or more examination papers may have her case reconsidered if she submits an appeal with a statement of the grounds upon which it is based, accompanied by a fee of $2 per paper, made payable to the Treasurer of Ontario, to the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 310, within two weeks after the announcement of the examination results. This fee will be returned to the candidate if the appeal is sustained.

In the case of August supplementary examinations, an appeal will not be granted.

Extra-Mural Candidates

An extra-mural candidate who plans to write all or certain of the final examinations for the Primary School Specialist's Certificate shall apply for permission to do so to the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 310, before April 1, 1971.

An extra-mural candidate who has not previously been admitted to the teaching profession in Ontario in so far as her health status is concerned will be required to establish proof of freedom from active tuberculosis. Arrangements for a tuberculin test, and an x-ray if necessary, will be made either before or during the examination week.

Permanent Certificates

An Interim Primary School Specialist's Certificate may be exchanged for a Permanent Primary School Specialist's Certificate after completion by the candidate of two years of successful teaching, subsequent to the date of the Interim Certificate, in junior or senior kindergarten or in grade 1 or 2 of an elementary school. Such successful teaching must be duly certified by the supervisory official concerned. An application form for a Permanent Certificate may be obtained on request from the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 310.

Courses of Study

Foundations of Education
(approximately six hours per week)

Child Growth and Development

An integrated study of development, learning and mental health of young children, including observations of their behaviour in educational settings in order to develop skills in analysis and interpretation.

Education of Young Children

An overview of historical and philosophical background of modern practice in the education of young children in order to develop critical thinking about current issues and innovations.

The Child and Society

A study of the social, economic, and political factors affecting early childhood in Ontario. This course will focus attention on the child as a member of society and will consider interactions among the child, the family, the school and the community. A study of relevant educational legislation will be included.

Curriculum
(approximately 15 hours per week)

Curriculum Development

A detailed study of the role of the teacher in planning the construction and content of modern curricula for young children. The aim of the course is to help students become competent in selecting, organizing, and guiding the experiences of young children. Concurrent studies of child growth and development, educational psychology, and the school and community will provide essential background understandings of the child, learning theories, and the role of the teacher.

Strategies for Teaching

A critical study of the role of the teacher in implementing and evaluating curricula for young children. The course will include an overview of major teaching strategies, and, where applicable, a study of methodologies specific to particular branches or subjects of the curriculum. Students will consider procedures for pupil orientation and evaluation, parent-teacher relations, lesson and unit structures, health and safety factors, and current practices used in providing young children with appropriate experiences in language (listening, speaking, reading, writing and literature), mathematics, science, music, art, physical activities, social studies, and social learnings.

Practice Teaching

Concurrent with studies in Curriculum Development and Strategies for Teaching, practical experiences in teaching children of ages three to eight years. Students will be under the guidance of College personnel and cooperating resident teachers for a minimum of twelve weeks distributed throughout the College year.

Library Services

The teachers' college library; use of card catalogues, indexes, reference books, periodicals and picture files; the function of the library in the elementary school; the relation of the school to the community or public library; the travelling library, selection and purchase of books; library records.

Development of children's literature; guiding the child's reading programs; modern trends in text illustration, and format of children's books.

Religious Education

A study of methods related to religious exercises and religious education in the public schools.

Religious Instruction

Religious instruction for students will be provided by local clergymen of the different denominations.